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ABSTRACT

This report outlines the Hillsborough County, Florida, Head Start Program's project to field test with young children and their families curricula that were designed to prevent alcohol and other drug problems. A national search conducted by means of computers, individual contacts, and other methods yielded information on 22 substance abuse prevention curricula. A steering committee evaluated the curricula and chose four programs that they considered to be the most effective for field testing. In a 10-week field test, 193 three- to five-year-olds were exposed to one of the four curricula. The self-concept of the children was measured by the Joseph Pre-School and Primary Self-Concept Test before and after their exposure to the curricula. A project evaluation survey of 181 parents, teachers, and aides was also conducted. It was found that children exposed to each of the four curricula experienced an improvement in self-concept. Among the four curricula, the Preventing the Abuse of Tobacco, Narcotics, Drugs, and Alcohol (PANDA) curriculum of the Chapel Hill Training-Outreach Project proved most effective. Children who were exposed to this curriculum showed a 65 percent improvement in self-concept. The Hillsborough County Head Start Department recommended the implementation of the PANDA curriculum countywide. Contains 37 references. (MDM)

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HILLSBOROUGH COUNTY HEAD START DEPARTMENT
JUNE 1991

SUBSTANCE USE PREVENTION PROJECT

FUNDED BY A SPECIAL PLANNING GRANT FROM

THE CHILDREN'S BOARD
OF
HILLSBOROUGH COUNTY, FLORIDA

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HILLSBOROUGH COUNTY HEAD START DEPARTMENT
JUNE 1991

SUBSTANCE USE PREVENTION PROJECT

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FUNDED BY A SPECIAL PLANNING GRANT FROM

THE CHILDREN'S BOARD
OF
HILLSBOROUGH COUNTY, FLORIDA

The Pre-School Substance Abuse Prevention Project
Judith M. Simmons, Project Manager
Hillsborough County Head Start Program

In October 1990, the Hillsborough County Head Start Program began a special project to collect and field test curricula to prevent alcohol and other drug problems with the three to five-year-olds, and their families, enrolled in fourteen of their classrooms and home based programs. This report will outline the planning process that was used to set up and implement this project, and explain how it was tailor-made to fit the perceived needs in our community.

Realizing that Head Start families and children are at high risk for alcohol and other drug problems and abuse, the program applied for, and received, a grant from our local Children's Board to assess the need for special substance abuse prevention efforts in the area of educational programming for preschoolers, and to make recommendations for an appropriate curriculum. The chosen groups were to come from a target population of 1,725 three and four-year-old disadvantaged children and their parents. Staff involved would be 14 teachers and two Home Visitors, with input and support from appropriate Head Start Coordinators, to be chosen from the 200 staff members located in 47 Head Start Centers, in designated poverty target areas in Hillsborough County, Florida.

The majority of families in this group were single parent families with mothers under 30 years of age, who were Black, usually had two-three children, and earned under $6,000 a year.

Tables:

Target Population: 1,725-3/4 year old children
1,725-low income parents
200-Head Start staff

Geographic Location: 47 Head Start Centers located in designated poverty target areas in Hillsborough County.

Conditions of Evironment: 1989 Head Start Families

	Grantee		Delegate	
One Parent	387	81%	963	65%
Two Parents	60		447	
Other	32		76	
Total	479		Total 1,486	

1989 Income By Families

	Grantee	Delegate
$0 - 2,999	80	242
3,000 - 5,999	161	593
6,000 - 8,999	135	331
9,000 - 11,999	70	165
+12,000	33	110

1989 Mothers Age Range

	Grantee	Delegate
-19 years	11	11
20 - 29	317	1,180
30 - 39	121	214
40 +	30	5

1989 Racial/Ethnic Composition

	Grantee	Delegate
Black	422	915
White	45	479
Hispanic	48	96
Other	0	6

1989 Total Head Start Families/Total Children

	Grantee	Delegate
1 Child	91	218
2 Children	160	477
3 Children	126	422
4 Children	68	215
5+Children	34	154

The first steps of the project involved collecting all available curricula from a myriad of sources nationwide, organizing a steering committee made up of community members, parents and staff, and recruiting teachers to volunteer for the project in their classrooms.

A computer search from OSAP proved to be a rich source of contacts that opened into a network which spread across the United States. Every contact made seemed to yield materials and/or several more possible sources. By far, the vast majority of people in this network were enthusiastic and helpful in sharing what they had or knew to use as tools in combatting the scourge of alcohol and other drug abuse. The search ultimately yielded 22 curricula to rate for possible use in our project(Exhibit A). In addition, a large library of

supplementary materials for use with pre-schoolers, staff and parents was also collected. The parent/staff materials were too numerous to list, but were available on loan from the project manager's office. A children's supplementary book and video list was sent out to each teacher (Exhibit B).

Invitations to the steering committee were issued to about two dozen adults and high school students recommended by the Hillsborough County Anti-Drug Abuse Advisory Council. Fifteen people became active members. They were:

Regina Birrenkott - Mendez Foundation
Dr. Halaine Briggs - Drug Abuse Comprehensive Coordinating Office (DACCO)
June Carter - Head Start staff
Joyce Duque - Parent/Hillsborough Community College
Donna Glausser - Head Start Director
Pat Hardie - Alcohol Community Treatment Services (ACTS)
Clareatha Johnson - Parent/Head Start Policy Council
Pat Marsicano - Hillsborough County Anti-Drug Abuse Advisory Council (ADAAC)
Pam Osnes - Florida Mental Health Institute
Roy Robinson - Hillsborough County Sheriff's Office
Sylvia Smith - Head Start staff
Dr. Lenay Suarez - Mental Health Care, Inc.
Joyce Turner - Tampa Housing Authority
Loretta Vacanti - School Board Head Start
Mozella Walker - Head Start staff

Staff was appraised of the project at the onset with personal presentation at supervisory meetings and memos, and volunteer teachers were recruited. Participating centers were chosen at the administrative level, and some centers had more than one teacher vying for consideration, with the result that those chosen appeared very eager to be involved, and very concerned about the issues.

The Steering Committee was presented with a project overview, their list of tasks, and the accumulated curricula. They opted to brainstorm for a list of criteria to be used to judge or rate the materials, rather than attempt to do that task by committee. They were presented with background materials such as developmentally appropriate practices for curriculum goals, expert opinions on appropriate topics for pre-school substance use prevention (per OSAP, Head Start Bureau, NAEYC, and various papers and individuals), and they were shown specific curricula samples. After group discussion and brainstorming, they came up with a list of the ten criteria to rate the materials with:

Promotes Self - Esteem - 13 pts.
Encourages Family Involvement - 13 pts.
Teaches Problem Solving Skills - 11 pts.
Teaches Wellness Concept - 11 pts.
Teaches Expression of Feelings - 11 pts.
Is Age Appropriate - 10 pts.
Teaches Asking For Help - 10 pts.
Promotes Personal Values - 10 pts.
Is Drug Explicit - 9 pts.
Teaches Avoidance Skills - 8 pts.

The surprising factor in this list was "Drug Explicit", as it came into placement after an animated discussion among the steering committee. Our local group strongly disagreed with some national experts who are opposed to a drug explicit curriculum on the pre-K level. They stated that they are convinced from working with families in Hillsborough County that we need to be explicit to counter influences from the media, the community, and even inside the family itself.

Their adamant choice of opting for a drug-specific curriculum highlighted the importance of using a Community Steering Committee for a project of this sort. At a subsequent meeting they reviewed the rated curricula in a chart format.

REVISED RATINGS-BOXED ITEMS SHOW REASONS FOR ELIMINATION AT THIS TIME-#1-4= FIELD TEST CHOICE	MIN. COST	CURRICULUM/KIT	SELF-ESTEEM	FAMILY INVOLVED	PROBLEM SOLVING	WELLNESS	FEELINGS	AGE APPROPRIATE	ASKING FOR HELP	VALUES	DRUG EXPLICIT	AVOIDANCE		RATE
DRUG FREE (1)	135	K	4	4	4	4	4	4	4	1	4	4		37
YOUTH 2000	0	*	4	4	4	0	4	4	4	4	4	4		36
PROJECT HEALTHY CHOICES	? n/a	K	4	4	4	1	4	1	4	4	4	4		34
FOUNDATIONS (2)	125	C	4	4	4	4	4	4	0	4	2	4		34
GETTING A HEAD START AGAINST DRUGS	? n/a	C	4	4	1	4	4	4	0	4	4	4		33
(BILINGUAL) GROWING UP STRONG (3)	90	K	4	4	4	4	4	4	0	4	1	4		33
SKILLS FOR GROWING	4925	K	4	4	4	4	4	0	0	4	4	4		32
PRE-K SUBSTANCE ABUSE PREVENTION (HOWZE)	0	*	4	0	4	0	4	4	4	4	4	4		32
LEARNING TO LIVE DRUG FREE	0	C	4	4	1	4	4	0	4	4	4	2		31
PANDA (4)	65	K	4	4	1	4	0	4	2	4	4	4		31
POSITIVE ACTION	328	K	4	4	4	4	4	1	1	4	1	4		31
I AM AMAZING	250	K	4	4	4	4	4	4	0	2	0	4		30
I.S.G.Y.A.	350	K	4	4	4	0	4	4	1	1	4	4		30
PROJECT CHARLIE	1200	C	4	4	4	0	4	0	1	4	4	4		29
WE DON'T NEED DRUGS	250	C	1	4	0	4	0	1	4	4	4	4		26
GOING STRAIGHT	995	K	4	4	1	4	1	0	4	2	4	2		26
BABES	1150	K	4	0	4	0	4	4	4	0	1	4		25
EARLY YEARS	15	C	4	0	4	4	4	4	0	4	0	0		24
YOO HOO	60	K	1	0	4	4	1	2	0	1	4	4		21
STRESS RELIEF PROJECT	350	K	4	0	0	3	4	4	3	0	0	1		19
SOOZI% AND KATY	0	C	0	0	2	4	0	0	4	0	2	4		16
CHILDREN ARE PEOPLE TOO!	32	C	4	0	1	1	4	0	2	1	1	1		15

*(NEEDS DEVELOPMENT)

After reviewing the rating of the 22 curricula, the committee voted to field test the top four prevention kits. This was another unexpected outcome that could not have been predicted. They were to be distributed among the 16 volunteer teachers by random pick, except for the Ruskin Home Based group who would be using the only available Hispanic curriculum. The choices of curricula and teachers were:

1. "Growing Up Strong". (G.U.S.). Center for Child and Family Development, University of Oklahoma, Norman, OK.

   Eloise Crump - West Tampa II (BOCC)
   Evelyn Marin - Home Visitor, Ruskin (BOCC)
   Marie Whitehurst - Witter Elem. School (Delegate)
   Veronica Banks - Progress Elem. School (Delegate)

2. "Drug Free". American Guidance Service, Circle Pines, MN.

   Pat Mitchell - Sulphur Springs (BOCC)
   Henrietta Fleming - Plant City (BOCC)
   Lynn Hurt - Williams Elem. School (Delegate)
   Mary Robinson - Edison Elem. School (Delegate)

3. "The Foundations Curriculum". St. Vincent College, Latrobe, PA.

   Deloris McCloud - West Tampa I (BOCC)
   Louise Washington - Robles Park (BOCC)
   Debra Williams - Bryant Elem. School (Delegate)
   Rhudine Poole - Cleveland Elem. School (Delegate)

4. "PANDA" (Preventing the Abuse of Narcotics, Tobacco, Drugs and Alcohol). Chapel Hill Training-Outreach Project, Chapel Hill, NC.

   Marjorie Almerico - Central Park Village (BOCC)
   Barbara Rucker - MOSI Center (BOCC)
   Lillian Davis - Home Visitor (BOCC)
   Geraldine Jefferson - Sulphur Springs Elem. School (Delegate)

The committee also voted for instruments to use in evaluating the curriculum through pre-and post-testing. A 24 question generic "needs indicator" was chosen for use with adults. For children, the first choice was the Joseph Pre-School and Primary Self Concept Screening Test (Stoelting Co.) with an observable Behavior Checklist (University of Oklahoma) as an alternate choice, if the Joseph test were to be difficult to obtain in time. The Project Manager was given discretionary power to make adjustments in using these instruments if unforseen problems arose.

Concurrently, the teachers group met to brainstorm the needs assessment to be used to develop a training plan. This needs assessment was distributed to all the staff and parents in the sixteen groups an a "vote for three" ballot. It's use was approved by the Steering Committee as an appropriate way for the Project Manager to set a training plan. Of 322 sent out, 114 were returned for a response rate of 35%. The assessment was returned with these ratings:

Number Of Votes	Topic Choices
65	Ways to strengthen self-esteem among children.
37	How to bring up the subject of substance abuse prevention with children.
48	Explicit drug awareness/identification training.
69	Ways to respond to children's drug-related comments, problems or behaviors.
24	How to deal with staff or parents on drugs.
17	How to deal with Head Start people who are uncooperative with this project.
56	How to deal with family problems related to drugs.
6	Your Choice: How to help a person on drugs. (1) Center for help. (2) Help with no money. (1) Help child victims of drug abuse. (1) None. (1)

The training topics chosen were: (A) Ways to strengthen self-esteem among children, (B) Ways to respond to children's drug-related behaviors, and (C) How to deal with family problems related to drugs.

The teacher's group also reviewed the project goals and the various curricula. They echoed the committee's concerns for using drug-explicit curriculum, and validated that need with many accounts of classroom incidents that indicated alcohol and other drug exposure of the three to five year olds in their classrooms.

As the additional curricula arrived, all that remained was to go to each center and pre-test the adults for their knowledge of drugs and their effects, and the children for their esteem level. For it was these two areas that our community steering committee and staff hoped to see some improvement in.

The Joseph Pre-School and Primary Self-Concept Screening Test proved to be a very easily administered test because it required virtually no language on the child's part. This can be a major roadblock to successful screening and testing of pre-school children who may be shy and withdrawn with a strange person. Thirteen of the 15 questions used pairs of simple line drawings that the child could chose from by pointing. They were very generic, showing only gender differences in the sets for boys and girls. The other three questions could be answered with nods of the head, and all questions could be verified by nods of the head. Each test was personalized at the onset by asking the child to complete the face on a gender-appropriate Identity Reference Drawing(IRD). The screener then added the child's name to the caption "My Name Is _____". The picture was positioned on a magnetic copyholder in front of the child with the comment, "This is to remind us that we're talking about you". The entire screening took about ten minutes, and the manual gave good instructions in administering, verifying and staying on task. The great majority of children immediately became attentive to the test upon completing their identity drawing, were completely relaxed by the second or third question, and were very definite about confirming answers, especially negatives.

The tests were scored in a series of steps. First, points were assigned to each question: two for a positive answer, one for an ambivalent answer, and zero for a negative answer. After computing the child's age in years, months and days, and locating it on the "Normative Age Group" chart, the global score from the test would yield one of five classifications ranging from High Positive to High Negative. For our project, any child falling into the two lowest classifications was considered to have a poor self-concept, and the author's directions on completing a Diagnostic Dimensional Evaluation were followed. In simple terms, the negatives on the test were indicative of feelings of either insignificance or incompetence on the child's part, and teachers with low-scoring children were asked to stress appropriate curriculum areas that could benefit those children. Concepts of "I like me" or "I can do things well" were target goals for low-scoring children especially.

Other insights into the child's self concept could be gained from looking for emotional indicators in face drawings (i.e., teeth, missing features, etc.), counting the number of confusions (inability to answer), and completing a brief rating by the child's teacher.

The screening test was given with few difficulties, and only .04% (nine children) of the available test group were "untestable" by virtue of being too inattentive or confused to answer.

Response was so low and sporadic from our first adult pre-test that the Project Manager opted to tailor-make an assessment tool, with assistance from program specialists, to use with all involved parents and staff at the conclusion of the project. This was the final format:

EVALUATION OF SUBSTANCE ABUSE PREVENTION PROJECT

These questions are designed to give Head Start feedback as to the quality of this project. Your assistance in completing this form will help to improve future projects. Please complete in full.

Today's Date:_____ Child's Teacher:_____

School:_____ Your Position:_____
(Teacher, Aide, Parent)

Overall the project was: ___excellent: ____good ____ fair ____ poor

	Strongly Disagree	Disagree	Somewhat	Agree	Strongly Agree	Not Applicable
1. Information presented will help me teach children to avoid alcohol and other drugs.	1	2	3	4	5	NA
2. The amount of time spent on the project was appropriate.	1	2	3	4	5	NA
3. The methods (sharing, class projects, books, puppets/dolls) used during this project were helpful.	1	2	3	4	5	NA
4. The children show awareness of healthy things to put in their body, feelings and self-esteem.	1	2	3	4	5	NA
5. The activities sent home were useful.	1	2	3	4	5	NA
6. The children have gained some knowledge about drug avoidance.	1	2	3	4	5	NA
7. The children talked about this project at home or during play time.	1	2	3	4	5	NA
8. Our family was encouraged to join in the project.	1	2	3	4	5	NA
9 The project would benefit every Head Start classroom and family.	1	2	3	4	5	NA

10. Additional Comments:_____

Training then began on two levels. First, each classroom teacher and involved parents were trained in the specific curriculum that was used in their classroom. Along with this training came parent training based on numerous sources such as NAEYC's Developmentally Appropriate Practices, and many other early childhood authors to supplement those ideas in each curriculum regarding issues on how styles of teaching and discipline set major patterns for life, how self-esteem, problem-solving skills and decision-making abilities are critical to a child in today's world of peer pressure and life stress, and how parents must take an active part in understanding these factors, and working with staff, to help promote the needed skills development in each child. Critical ideas, such as encouraging parents (and staff) to empower children to make decisions, and letting them experience the consequences of those decisions as building blocks of growth and strength were featured. Secondly, the entire staff and group of parents were trained in the specific areas highlighted by the Needs Assessment. This was the final training plan.

COMPREHENSIVE TRAINING PLAN

HILLSBOROUGH COUNTY HEAD START DEPARTMENT

FY

MONTH: Januar, May 1991

TOPIC	PERSON RESPONSIBLE	LOCATION	DATE/TIME	PRESENTER	FOCUS	COSTS AND OTHER RESOURCES USED
PRIDE - Preventing the Abuse of Narcotics, Tobacco, Drugs and Alcohol	Substance Abuse Prevention Project Manager	Floor Training Room	1-24-91 1-3 PM	Judy Simmons	1 Home Visitor 2 Gran. Teachers 1 Del. Teacher	$55.00 (Video) Project Funds
Drug Free (with DARE)	Substance Abuse Prevention Project Manager	Floor Training Room	2-1-91 2-3 PM	Judy Simmons	2 Delegate & 2 Grantee Teachers	-0-
G.U.S. - "Growing Up Strong"	Substance Abuse Prevention Project Manager	Floor Training Room	2-5-91 9 AM-4:30 PM	Terry Fife, Orlando	2 Del. Teachers 1 Gran. Teacher Project Manager Delegate/Grantee Coordinators 1 Home Visitor	$390.00 Project Funds
FOUNDATION - Preschool Drug & Alcohol Prevention	Substance Abuse Prevention Project Manager	Floor Training Room	2-7-91 1-3 PM	Judy Simmons	2 Delegate 2 Grantee Teachers	-0-
Classroom Training for handling "At-risk" behaviors	Project Manager Delegate Agency	Williams Elementary School	2-8-91 8-3 P.M.	Joanie Altshuler	7 Gran. Teachers Project Manager Gr/ED Coordinator 2 Home Visitors 7 Del. Teachers	$350.00 - Materials Project Funds
Drug and Alcohol Awareness	Project Manager	Floor Training Room	3-21-91 10:30AM-1? PM and 1-2:30 PM	Marty Hillary	7 Del. Teachers 7 Gran. Teachers 2 Home Visitors Project Manager Grantee/Delegate Parents	-0-
Building Self-Esteem and/or Drug Awareness	Project Manager	TBA	TBA	TBA	7 Del. Teachers 7 Gran. Teachers 2 Home Visitors Del. & Gran. Coordinators Del. & Gran. Parents Project Manager	TBA

The final training of the project was arranged in conjunction with the Head Start Social Services Coordinator(s). This provided additional funds to include the entire Head Start Grantee staff and the Delegate Social Service staff, besides the original project staff.

Training evaluations were done as we progressed through each session, so that we could tailor future training to meet expressed needs.

At the conclusion of the ten week classroom implementation period, children were post-tested with the same instrument used previously, and the parent-teacher project evaluation of the observed responsiveness of the children and other issues was completed to measure the impact of the program. The responses from both testing instruments were tabulated to see if any measurable results could be seen.

The overall results of the ten week field test, as measured by the Joseph Screening Test, indicate that there was a increase of nearly 30% in feelings of positive self-concept among the 193 children available for both pre-and post-testing (Exhibit C).

Breaking these figures down into the four different curricula groups, we see that each group of children made tremendous strides in self-concept improvement. Of the four groups, the one using P.A.N.D.A. ("Preventing The Abuse Of Tobacco, Narcotics, Drugs and Alcohol") by Pat Biggar from the Chapel Hill Training-Outreach Project in Chapel Hill, North Carolina, showed the biggest improvement in self-concept (65%), and the least decline (0%). The other three groups also had good results, but it is interesting to note that the most drug-specific curriculum is linked to the biggest gain in positive self-concept (Exhibit D).

The evaluation survey of the prevention project was given out to the 336 parents, teachers and aides who were directly involved with the 16 test groups of children. 181 evaluations (54%) were turned in and the following percentages of respondents "agreed" or "strongly agreed" to the statements:

Questions Asked	"Agrees" or "Strongly Agrees"
1. Information presented will help me teach children to avoid alcohol and other drugs.	90%
2. The amount of time spent on the project was appropriate.	83%
3. The methods (sharing, class projects, books, puppets/dolls) used during this project were helpful.	87%
4. The children show awareness of healthy things to put in their body, feelings and self-esteem.	91%

5.	The activities sent home were useful.	88%
6.	The children have gained some knowledge about drug avoidance.	88%
7.	The children talked about this project at home or during play time.	75%
8.	Our family was encouraged to join in the project.	70%
9.	The project would benefit every Head Start classroom and family.	91%

All the findings were reviewed by the Steering Committee for their recommendations for further implementation of a program. The committee noted that the extremely high survey return of 54%, and the even higher positive percentages on the evaluation itself would indicate how seriously the involved families and staff perceive the need for an abuse/use prevention program. Of the 161 persons noting and marking the "overall opinion" of the project, 63% said it was excellent, and 33% said it was "good". The committee was so impressed by the 40 comment sections within the evaluations that they recommended including a sampling of them in this report:

"I believe we need a drug awareness program in our school. Drugs are starting in our young children earlier and earlier."

"I am glad that it is being taught at an early age."

"The more we, the parents, get involved, the better things will get, and the more we will all learn."

"I use some things from the project at home. They help. For example: household chores, choosing what he would like to wear, drug information, feelings, etc. Thank you, Gus and Gussie."

"My son would mention to my boyfriend about his smoking, and to anyone he saw drinking beer, about alcohol. It made us all think about it more, and I am very proud of what I've seen he's learned."

"After reading some of the materials my Home Visitor left with me, I try not to smoke as much. I wish I could keep the tapes so my friends could listen to them."

"I feel that the project should be a whole year thing, not just the last nine weeks. I feel the kids will forget too much over the summer, and if they learn all year it will stay with them longer."

"I think it's a very good program. It prevents the kids from getting involved in drugs or alcohol because even if they don't have that problem at home, they may have to face it from whom they will meet, or share class with."

"You're doing a great job! Keep up the good work, and thank you, Head Start staff!"

The committee was very excited over these responses and others, and about the statistical rise shown in the children's self-concept during the brief ten weeks of field testing. They unanimously recommended continuation of the project, and expressed great dismay that we were unable to apply for an implementation grant by March 1, 1991 because our final report from this project could not possibly be complete by then. They recommend that CBHC review their current system of funding schedules so that planning grants begin in a time frame that would permit application for an immediate fcllow-through with a program grant implementation.

Input from project staff during their wrap-up meeting yielded some additional concerns regarding the project. They, too, were extremely disappointed that the project must come to a halt until further funding is found. They were very adamant that the ten week implementation was not nearly long enough, and that the program should keep on going to help everyone involved. They stated the project had an impact on all of them as teachers and individuals, that it benefitted the parents, and that it was actually essential for some children's survival. They see the children bringing drug-related, at-risk behaviors to school with increasing frequency, i.e., angry acting -out and fighting, and all the teachers needing the special training the project provided to understand and deal with these issues.

Here are some of their comments:

"This curriculum should be implemented in every Head Start classroom in Hillsborough County. Both children and parents benefitted, as well as myself. Drug abuse is a serious problem in our society and I believe that instilling in our pre-school children that it is okay to say "NO" well help to prevent their use of drugs. Please continue this program."

"The parents are really enthusiastic about this program."

"I enjoyed teaching P.A.N.D.A. All the children enjoyed the songs, and they all listened very, very well when I started a lesson. I would like to have more time to teach each lesson."

"This was a good program. The activities went over well with the children. The children gave good feedback about the drugs, and I was not at all surprised at some of the information the children knew."

"This project helped a parent seek help for drug addiction. Parents looked forward to the take-home activities. The students shared feelings and things that were going on at home."

"I feel that we should use this on an ongoing basis. Ten weeks did not seem long enough to internalize the message. We need to start educating small children before they are teenagers and faced with a good or bad choice."

Some comments of concerns and problems from some staff were:

"More time was needed to really develop the subject areas."

"Parents had a hard time sending back evaluations. We tried to interest parents, but had little success."

"There should have been more time given to do this project."

"Parent involvement was terrible. Though we had scheduled a parent meeting, circumstances beyond our control kept the meeting from taking place. Papers sent home were not adequate in interesting or motivating parents."

One staff concern indicates that the lack of a strong parent kick-off caused low parent involvement. This underlines the Head Start policy of using a Parent Involvement Coordinator to pull parents together and get them motivated for success in any Head Start venture. The concern further implies that letters and hand-outs were never able to replace the "personal touch" the other groups received.

RECOMMENDATIONS:

Based on the parent/staff project evaluations, the criteria and approval of the project Steering Committee, the input of the involved teachers, and on the children's self-concept improvement as shown by the Joseph Screening Test, the Hillsborough County Head Start Department recommends that the community of Hillsborough County go forward with Pre-school Substance Use Prevention training, and that they use the P.A.N.D.A. curriculum. This curriculum is available for $65.00, or less, from the Chapel Hill Training Center (see Bibliography).

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BOOKS

"One Day At A Time", "Easy Does It", "Live and Let Live", (full color) by Hallinan - Beautiful pictures with a simple A.A.-type message: soothing.

"It's Okay To Say 'No' To Drugs!" - Amerikaner (B&W) - Color books that make a good story for Pre-K's about peer pressure and alternative.

"My Body Is My House" - Engelmann (B&W) - Pre-K color book that tells a lovely, simple story.

"I Can Say No" - Sanford - (full color) - Big brother's drug behavior's effect on little brother and family - complicated, but may benefit some kids.

"Why Am I Different?" - Simon (B/W & One Color) - Complicated - explores all the types of differences in people. Leads to respect and self-respect concepts.

"Love You Forever" - Munsch (full color) - Off-beat, touching, yet funny, as it follows mom's love from infant to adult child.

"Feelings...Inside You and Outloud, Too" - Polland (B&W) - Covers the feelings with great photos and words.

"When To Say No" - Riedel - (B&W) - Substance explicit rhyme booklet.

"McGruff's Surprise Party" - (full Color) - Comic book with a surprise end.

VIDEOS

"The Song Birds"(10 min.) - Very simple/symbolic video using color illustration "stills" - shows father bird overeating grapes with bad results. Gentle message.

"What Would You Do?" (11 min.) - Uses young multiracial actors in 3 short segments that ask questions and lead to discussions. Topics: Taking someone's medicine, being offered alcohol by friends, being asked to deliver a mysterious packet. Strong message. (Guide Included)

"The No Show" (22 min.) - McGruff the Crimestopping Dog in a partly acted/partly animated film that uses music and fun theme to provide catchy "No" message. (Comes with "Smart Kids" cassette tape).

"Yoo Hoo" (14 min.) - Young Hispanic actor and his puppy show young children what the body <u>can</u> and <u>cannot</u> handle. (Comes with teacher's guide).

"A Story About Feelings" (10 min.) - Animated film shows a young boy grow-up and develop substance abuse problems, very explicitly, and then recover. Features "Z", his cat. (Comes with B&W book).

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"Drugs Will Drag You Down" (30 min.) - Features Tippy and his muppet-like friends mixed with young actors. Shows how an insecure boy tries to make friends by offering them drugs. (Discussion guide included).

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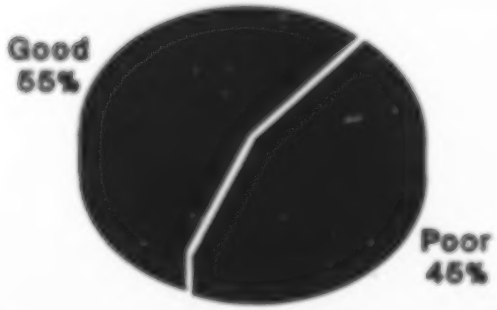
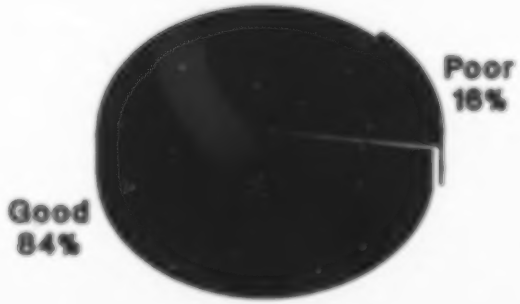
SELF-CONCEPT as Perceived by the 193 Children Screened

At Start of Prevention Curriculum
(February 1991)



At End of Curriculum
(April 1991)



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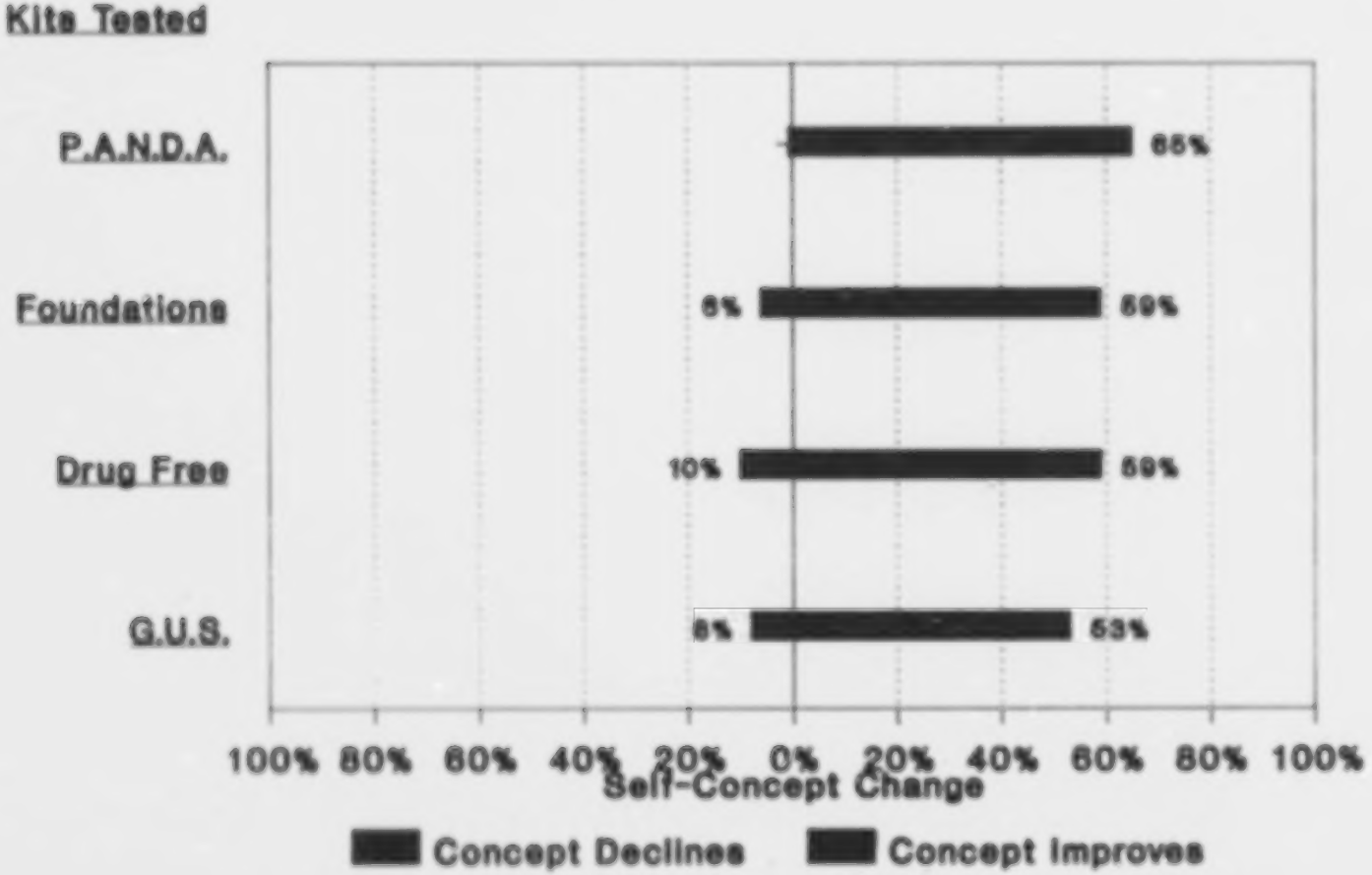
Child Self-Concept after Field Testing with Prevention Curricula



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